



All Nations

Newsletter Escola das Nações - Fevereiro de 2021 Edição #22

Nations Girl Up with the local Legislative Chamber: Students help create a law to ensure free distribution of personal hygiene products to women



The law aims to reach women who are at risk and students in public schools in the District

What started as a discussion among students became a bill in the local legislature. It is now law in the Federal District. Our Nations Girl Up group helped district deputy, Arlete Sampaio, draft the law that calls for free distribution of sanitary napkins in Basic Health Units (UBS) for women who are at risk and in public schools in the Federal District.

According to the law, the government of the Federal District should guarantee basic care to people who menstruate. The government must provide female hygiene products such as sanitary napkins in Basic Health Units (UBS) for people in a situation of economic vulnerability and students in public schools in middle and high school.

Luísa Ribero, Co-President of Nations Girls Up says, “Period poverty is a global issue affecting women and girls who do not have access to safe, hygienic sanitary products, or who are unable to manage their periods with dignity. It is very common in school environments. Along with other Girl Up groups in Brazil, we realized that this agenda was closer to us than we thought. We see many girls skipping classes because they do not have access to sanitary napkins. Some even drop out of school because of it. Sadly, there is not enough data about this important topic in Brazil.” The bill was written by representatives of local and national feminist groups—including Nations Girl Up—private organizations, and the district deputy, Arlete Sampaio.

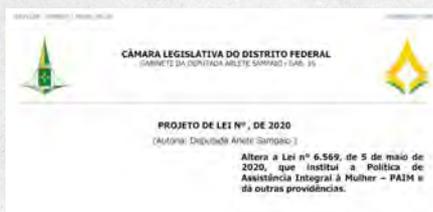
A new school year for Nations Girl Up

The UN Foundation founded Girl Up in 2010 as an initiative to help support UN agencies that focus on adolescent girls. It is a global initiative that promotes female empowerment and participation in all areas of endeavor. Nations Girl Up is one of many other active groups of women and men that has joined the movement and is supporting the cause!

Since its creation in the 2018-19 school year, Nations Girl Up has had many achievements, including their most recent, the creation of this law. At the end of last school year, members of our Nations Girl Up also organized a fundraiser to buy feminine hygiene products for over three hundred families in Santa Luzia in the *Cidade Estrutural*. Together, they raised over two thousand reais! Nations Girl Up has also promoted a series of events at School of the Nations, including round tables, workshops, and group discussions on various relevant topics.

Join Nations Girl Up

If you would like to join Nations Girl Up, you can find us on Instagram @nationsgirlup.





University Acceptance

Twenty-one students from the Classes of 2020 and 2021 have received their acceptance letters from the foreign universities they applied to and/or been admitted to a Brazilian university of choice! These results were compiled one month after the end of the first academic semester 2020-21, in February.

National University Acceptance

A new journey is about to start! Four students from the Class of 2021 and six alumni from the Class of 2020 were accepted into their college of choice. They applied to public and private Brazilian universities. The majors that students were accepted to include: Medicine and Architecture. Congratulations to all for your outstanding achievements!

Class of 2021



Bruna Giacomelli
Medicine
UNICEPLAC



Giovana Jucá
Medicine
Santo Amaro



Luiza Mello
Architecture
UniCeub 30% Off
FAAP



Sofia Rios
Medicine
Santo Amaro
Anhembí Morumbi

Class of 2020



Helena Souza
Business
ESPM



Isabella Schwan
Medicine
UNICEPLAC
UNIEURO



Lara Arruda
Journalism
PUC São Paulo
Casper Líbero



Leonardo Bastos
Medicine
Univ. Católica
UNICEPLAC
UNAERP



Livia Oliveira
Cinema
IESB



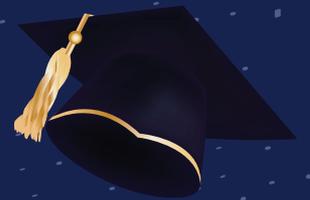
Miguel Lagos
Aerospace Eng.
UnB



Fernanda Machinena
Apparel Design
RISD (USA)



University Acceptance



International University Acceptance

Students are on their way to studying abroad! Ten seniors and one alumna from the Class of 2020 have received their acceptance letters from the foreign universities they applied to. Some of the universities students chose are in the United States, Canada, Spain, New Zealand, and Ireland.

Together, they have earned over US\$ 43,450 in scholarships. Some of the majors that students were accepted to include: Economics and Finance, Business Administration, Data Analytics, Music Technology, Music Industry, Biology, Biological Sciences, and Pre-Medicine.



Lucca Conforto
University of Calgary
(Canada)
Engineering



Maria Medeiros
University of Tampa
(USA)
Pre-Med Biology



Julia Jardim
University of
Calgary (Canada)
Biological Sciences



João Mol
Hult Business
School (USA)
Business Admin



Anna Zatz
Bond University
(Australia)
Waikato University
(New Zealand)
Biomedical Science



Maria Vieira
Academy of Art &
Savannah College
(USA)
Fashion Marketing



Beatriz Barretto
IE Business School
(Spain) - 70% Off
U College Dublin (Ireland)
Hult Business School (USA)
Calgary University
(Canada) - 15K Off
UPEI (Canada)
UBC (Canada)
Tilburg University (Holland)
Hanze University (Holland)
Data Analytics & Finance



Pedro Braga
IUPUI - 72K Off
Drexel University -
FULL TUITION
Berklee College
Elon University -
36K Off (USA)
Lethbridge Univ.
(Canada)
Music Technology



Nicolle Pinto
U. Princ Edward Island
University of Alberta
Vancouver Island U.
University of Manitoba
(Canada)
Biology



100th Anniversary of the Bahá'í Faith in Brazil

A history marked by devotion, service, and courage, driven by young Leonora Armstrong, left a legacy that unfolds in vibrant communities flourishing throughout Brazil.

This year, Bahá'ís in South America celebrate the centenary of Leonora Armstrong's arrival in Brazil. Her historic importance is owed to the fact that she was the first follower of Bahá'u'lláh, the founder of the Bahá'í Faith, to settle on the continent. Inspired by her religious interests, she worked tirelessly alongside countless Brazilians to respond to the most diverse social needs.

Born in the United States on June 23, 1895, she arrived in our country, docking in Rio de Janeiro on February 1, 1921, at the age of 25. Leonora was a singular figure who, moving unaccompanied to a 'strange' continent, broke the barriers of what a young, well-educated, single woman should do in the 20th century. Extremely shy and lacking self-confidence, her story exemplifies a life of courage and total sacrifice toward others.

Initially, what attracted her to South America was the openness and receptivity to the ideas contained in Bahá'í Teachings. Theosophists in the city of Santos, among them, the artist and journalist Angelo Guido, had exchanged correspondence with Bahá'ís in the United States because they wanted to know more about the nascent religion. The aim of Leonora to promulgate a universalist cause, share a message that elaborates on themes of gender equality, overcoming prejudices, and eliminating extremes between the wealthy and poor was stronger than the obstacles she faced.

She started her life in Salvador, rented a building in Cidade Baixa, and opened a daycare center where she cared for abandoned children. In her sincere desire to help others, she gave temporary shelter to war refugees and, on several occasions, made space in her small rooms for children or single mothers in need of temporary help. Despite being a teacher by profession, she became known among the poor as a lay nurse, including offering support during a cholera outbreak in Ceará. Throughout her life, she was involved in volunteer work in social service institutions.

In addition to Salvador, she lived in Rio de Janeiro for several years and spent the last ten years of her life in Juiz de Fora in the state of Minas Gerais. She traveled for 60 years throughout Brazil, always in simple buses—from Porto Alegre to Manaus and Belém, from Belo Horizonte to Salvador, and from there to all the capitals of the Northeast.





Leonora took on many types of services to support herself—giving private English classes, running a small school and even working as a bookkeeper for a workshop and car agency.

She also stood out for her work as a translator. She soon learned Portuguese and Spanish and translated the first books of the Bahá'í Faith into these two languages, publishing several works in the 1930s and 40s. Today, there are hundreds of titles about the Bahá'í Faith in these languages, with more than one hundred thousand copies in print throughout Latin America because of Leonora's initial efforts.

She was also an active defender of women's rights, serving as an inspiring light for women's work in promoting world peace and education.

Leonora stopped only when she had no physical strength left. In her last moments of life, in 1980, she recorded a message in a weak voice, but with powerful and encouraging words, addressing 300 women gathered in Brasilia for an international women's conference on October 17—the same day Leonora Armstrong passed away.

She received several honors after her death, including from authorities and prominent people. In her memory, today, we have more than a dozen schools and daycare centers, particularly in the states of Amazonas, Pará, and Bahia.

From her pioneering spirit, Brazilians from all social classes and lifestyles have come closer to the Bahá'í Faith, making up a diverse and comprehensive community representative of our country. Currently, in all states, these people are dedicated to translating Bahá'u'lláh's teachings into action, contributing to the construction of a more united and just society, alongside individuals and organizations that share this same ideal.

For more information:

- Email the Secretariat for Actions with Society and Government: sasg@bahai.org.br
- Official websites of the Bahá'í Community of Brazil: bahauallah.org.br; bahai.org.br

Text written by the Bahá'í National Spiritual Assembly

Service Day

Amid so many changes and challenges throughout the world, our school community strives to be exemplary in promoting students' understanding of their role in building a better world through service toward others.

This year's Service Day exemplified the power of unity, creativity, and our school community's collective action—even at a distance. On August 22, more than one-hundred-seventy people joined our YouTube Live session, a round table, and workshops on Zoom to share their knowledge and talents. Students, teachers, parents, and alumni engaged in group discussions about service, social justice, and social-emotional development.

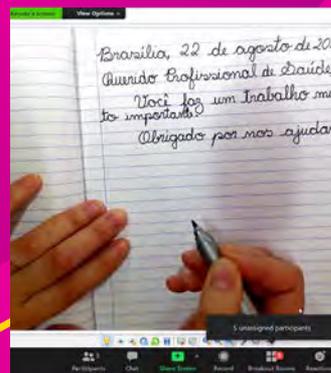
In one of the workshops, Elementary students wrote letters to the elderly and local health professionals. Our Portuguese teachers volunteered their time to help explain to students and guests different ways to address those to whom they were writing and how to format their letters.

Three educational institutions with whom our School collaborates, the Instituto São Judas Tadeu, ADCAM, and Monte Moriá, took part in two workshops, "Social-emotional Needs of Students Post Pandemic" and "The Use of Technological Tools for Teaching."

The school community generously donated clothes and toys to help those who need them.

"This expressive participation of all, in a spirit of unity, learning, and collaboration, permeated our morning with a true spirit of service, using our experiences and skills to serve the common good. We wholeheartedly thank you for making this unforgettable Day of Service a success." —Moral Education and Global Citizenship Department

"You must become distinguished for loving humanity, for unity and accord, for love and justice. In brief, you must become distinguished in all the virtues of the human world—for faithfulness and sincerity, for justice and fidelity, for firmness and steadfastness, for philanthropic deeds and service to the human world, for love toward every human being, for unity and accord with all people, for removing prejudices and promoting international peace." —'Abdu'l-Bahá



BRAZILIAN ASTRONOMY AND ASTRONAUTICS OLYMPIAD

Students at School of the Nations earned stellar results in the most recent Brazilian Astronomy and Astronautics Olympiad. Twenty-eight of our students in Grades 1 to 12 took part in the 2020 Olympiad, and thirteen earned medals!

Every year since 1998, the Brazilian Astronomical Society organizes and promotes the Astronomy and Astronautics Olympiad. In 2020, over 437,000 students in Grades 1 through 12 throughout Brazil participated. Students took the exam online on November 12 and 13 answering ten questions – seven about astronomy and three related to astronautics. Most questions were multiple choice.

We congratulate all who participated in the 2020 Brazilian Astronomy and Astronautics Olympiad. We also send a shout-out to our thirteen medalists.

Gold	Silver	Bronze
Manuela R. Arentz, Grade 4 Yasmin B. R. de Arruda, Grade 5 Isabella Roseo Arduini, Grade 8	Rodrigo Cortez Caiado, Grade 2 Davi dal P. de Castro, Grade 3 Rafael Camara Simões, Grade 3 Joana Lima de O. Lara, Grade 4 Artur B. Roriz de Arruda, Grade 9	Tiago Eozenou, Grade 3 Cecilia Mattos de Araújo, Grade 4 Lily Jaguar Correia, Grade 4 David Ruback Accioly, Grade 5 Isabel Araya Hurtado, Grade 8



School of the Nations' Service Projects—Evolving Virtually

By Lisa Perskie and the UNAtions' Team

Lisa Perskie is Executive Director at School of the Nations in Brasilia, Brazil. The UNAtions is an educational extension project created by a group of educators from School of the Nations. It was developed by educators for educators to enable them to share their knowledge, experience, and methods to promote learning, development, and children's ability to contribute to improving society through service.

The essence of effective, meaningful service is connecting with others through friendship, collaboration, and empathy.

Over the years, we have carried out service projects for daycare and educational centers that operate with minimal educational resources. We wondered how we could better support these educators.

In 2018, we began an educational extension project called UNAtions. We wanted more than the occasional, episodic forms of service and to create a long-term, high impact project in terms of transformative capacity. We sought a small number of institutions whose philosophy of growth and transformation were similar to ours and interested in a long-term relationship through which all would take an active role in developing and strengthening educational environments and practices.

UNAtions was developed by educators for educators to enable them to share their knowledge, experience, and methods to promote learning, development, and children's ability to contribute to improving society through service.

When we founded UNAtions, online communication platforms helped us connect between visits; however, the pandemic required rethinking how we collaborate.

We have found that it is possible both to sustain and strengthen our service projects and connections with our sister schools online. The trust we developed before the pandemic helped tremendously. We expanded our online resources of workshops, videos, and curricular materials and are now achieving our service-related goals entirely online. Today, we share these resources with other schools and are expanding the reach and impact of our other service projects as well.

Our staff openly shares with our partner schools highly relevant issues with which we are struggling. We do not have a prescribed way to offer professional development, and we tailor what we share from our programs, curricula, and practices to our partner schools' needs.

Our most advanced collaboration is with the Escola do Futuro in the densely populated Zona Leste in Manaus, the capital of the Brazilian state of Amazonas and one of the cities hardest hit by the pandemic. The school serves 400 children and adolescents. The institution that oversees Escola do Futuro, the Associação para o Desenvolvimento Coesivo da Amazônia, is in Zumbi dos Palmares, which, like other districts in the region, faces challenges with infrastructure, social inequality, and a lack of security.



Many schools like Escola do Futuro that are private and charge low tuition had to close because of the loss of students and teachers caused by the pandemic. Escola do Futuro, on the other hand, lost an insignificant number of students and is now thriving because of teamwork and their ability to respond quickly and resourcefully to obstacles.

Two of our Early Childhood educators, Meissa Mendes and Diana Alencastro, their then Principal, Melaney Tinkess, and Executive Director, Lisa Perskie, volunteered to launch the UNAtions project. When they visited Escola do Futuro and began working with educators, the staff requested support with discipline and best practices for hands-on learning.

Our teachers prepared two days of learning based on Positive Discipline, working with teachers in small groups. As their work progressed, other underlying issues became apparent—a lack of curricula, a deeper understanding of effective instructional strategies to engage students, strategies to plan developmentally appropriate learning units, and the understanding that curriculum is a guide, not a rigid routine to follow.

One of the key aspects of our UNAtions projects is reading the reality of the school environment and actively listening to prepare strategies to help. In partnership with their administration, we set goals based on urgency and built a simple, concrete strategic plan in which every school sector took part. This set the stage for innovation and making profound pedagogical changes.

Traditionally in the region, a sign of good classroom management is children sitting quietly throughout the school day. Our teachers encouraged early childhood staff at Escola do Futuro to use their outdoor spaces and the materials available locally to set up engaging, dynamic learning centers. They created an inviting tropical hut in their Library and learning centers in classrooms using the brightly colored materials of the Amazon region. As active learning increased, they saw disciplinary issues decrease dramatically.

Educational Technology Coordinator, Blenda Batista, held online workshops with Escola do Futuro to introduce educational tools and ideas to help teachers engage students in deep, fun, and meaningful learning. They chose to focus on voice and choice with students, and for teachers, interactive online lessons, inquiry based-learning, and gamification strategies.

Seeing the benefits of the strategies they put in place helped set the groundwork for teachers to set new goals and try new strategies. Successful initiatives are potent catalysts of further change and are even more critical when resources are scarce.

As we work with our sister schools and learning institutions based on the philosophy of friendly collaboration and capacity-building, we have witnessed promising developments both before the pandemic and now as we limit our interactions to online. Beginning a working relationship online poses challenges, but it is certainly possible to achieve positive, encouraging results and real progress.

It is not about telling others what to do, but sharing one's experiences with them, listening carefully to their problems, and exercising empathy so the solutions developed together are practical, meaningful, transformative, and sustainable.

We invite you to visit our website to learn more about our service projects. The link is <https://sites.google.com/edn.org.br/unations/home>.





Alumni Spotlight

*An interview with alumna
Liovanna Basso*

When did you graduate from School of Nations? Tell us a bit more about your history at School.

I graduated in June 2020. And I must say that June was a period of many emotions. Even though I didn't have the typical graduation, my last weeks at school were a whirlwind of emotions, the end of a cycle. I entered school shortly after my sixth birthday, so I can say that School of the Nations was part of my childhood and adolescence, in addition to marking my life in Brasília.

What do you miss most about your time at the School of Nations?

It is challenging to summarize twelve years of many good mornings for Afonso in just a few words. I miss everything, all the memories I made at EdN, both good and bad. I miss the emotion of waking up every day to go to school and talk with teachers and colleagues. Above all, I miss everyone's support. My routine was to speak with Camila, set up a meeting, speak to Cris, Nery, Mary, and I loved being connected with everyone and knowing that everyone knew and supported me.

What are your best memories from your time at School of the Nations?

I have a lot! But I confess that I remember most of my high school. I remember creating the debate and theater club and taking part in an amateur theater festival—we got better makeup and the original script. I remember every country I represented at the UN simulation conferences—I loved representing the United States on the Commission on Women's Situation. I loved, even more, having the honor of creating Nations Girl Up. I loved all the classes—even those I didn't like very much—and the relationship I had with the teachers, being a Math monitor for Mr. França's classes, and helping Ms. Ilza at the Book Fair. And I can't forget how much I enjoyed spending hours at school, both on Friday nights and Saturday mornings. I could walk around the school with my eyes closed.

What college do you attend or plan to attend?

From the 2020 Class of School of the Nations to Minerva School at KGI. I confess that I am not sure about which course I will choose. However, the world is my campus, and I intend to explore the four corners of the planet before deciding.

One significant legacy you left for our School is Nations Girl Up. In your own words, what is Nations Girl Up?

Nations Girl Up is much more than a UN campaign; it is union, possibilities. Together, we were able to do so many things! Nothing is more powerful and revolutionary than exchanging ideas and experiences. We joined the school while campaigning to collect pads and promote feminist literature. The club's first board was a group of friends who became closer when they discovered that they could do much more together. I also learned that it is okay to be the way I am, and I hope the club has a little bit of the other girls and me.

What does it mean to you to be part of this initiative?

As the founder and first president, Nations Girl Up showed me that it is with a little bit of madness that the world changes, little by little. In the beginning, we were the only club in Brasília, and the nearest club was three hours away in Goiânia. We didn't have much support because nobody knew what we were doing, not even me. And it was without direction that we found our way. Just knowing that other girls continue in the club is already a feeling of achievement.



Alumni Spotlight

An interview with alumna
Giovanna Basso



What are your dreams for the future of Nations Girl Up?

I want these new girls' most outstanding achievements to be friendship, closeness. It is incredible to change the world, but it is even better when you do it with other extraordinary people because if you grow and improve, that is already changing the world. Why not, change the world of those close to you?

You are the author of the book "Adolê Sente" Can you tell us about the inspiration behind it?

Just as Nations Girl Up came out of the need to talk and talk, I also needed to do it personally. I always liked to write. I think life made a lot of sense when I wrote about my life, both outside and inside the school. Yes, I carried a little green notebook around not to miss any event that happened around me. "Adolê Sente: the world from the perspective of an audacious young woman" is composed of 32 argumentative chronicles, short stories on themes that permeate my life as a young person. Above all, it is a book for all audacious young people who want to feel more comfortable in their skin. We always aim to be those people we imagine we want to become. The good news is that we are already the person we want to be, we just need to be polished. I needed to write the book I would have liked to have read when I was younger. But if my "youth" is gone, my younger sister, Giulia Basso from 9B, can now learn what it took me years to learn. So, she is the one who illustrated the book, because "Adolê Sente" is a girls' book for girls (and for boys too).

How does your book relate to current issues we are experiencing in society today?

"Adolê Sente" talks about my experiences as a girl who wants to trace her destiny. I talk about how I suffered from mental health and self-esteem, but I also discuss songs and movies that helped me be who I am. Or even on general themes, such as social and gender inequality or sustainability. Much of what I wrote was inspired by what I experienced at Nations.

Do you believe studying at School of the Nations influenced you to be who you are today, an advocate for gender equity, and an author?

I believe that in addition to being unknown universes ready to be explored, we are also the union of each person who has crossed our path. A part of me will always be EdN and all the people who

helped me be who I am. I know the sky is my limit because EdN has always supported me in my "crazy things." I have already won a theater award, took part in several diplomatic model conferences, and created the first UN club in Brasília... I had the "no," School of the Nations gave me the "yes."

What advice would you give to our students who are afraid of putting their ideas out and voicing their opinions?

Do you know that characteristic that makes you different from others? Be it your curiosity, your intensity, or your passion? It's what makes you who you are, so don't hide it! Make it stand out, be "crazy." The "no" you already have, but you are the one who gives the "yes." If you are afraid of doing something, go scared. If people don't believe you, continue until they do. Everything seems inconceivable until we go ahead and do it. So, know your comfort zone and find a way to get out of it every day. Sometimes we must be a little crazy to make what's on our minds real to others.





Igniting Change

Students create artwork for the international “Art for Social Justice” in the pursuit of equity and justice

At School of the Nations, we encourage students to be active agents of change. Earlier this school year, our Middle and High School students with their Arts and Moral Education teachers took part in the international “Art for Social Justice Contest,” promoted by the Social Justice Club Initiative.

With over two-hundred submissions, the organization chose five winning artworks. School of the Nations’ student, Manoela Moura (Grade 12), took third place for her artwork entitled “Social Justice Needs Change”!

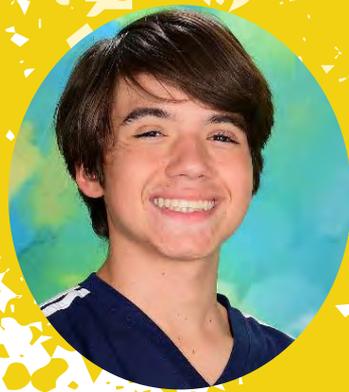
“For my piece of art for social justice, I chose to portray a protest inspired by the Black Lives Matter Movement, which started in the United States in 2020 after the death of George Floyd. However, I decided to show in my work not only people who protest against racism but also other injustices we face daily. Social justice is the idea that everyone deserves equal economic and political rights and opportunities. The populations I portrayed in my artwork are often deprived of these. In my drawing, each protest sign represents a group that faces social injustices because of sexism, racism, homophobia, religious discrimination, or social class inequality. My work shows people struggling to end this reality, to claim their rights, and have access to the same opportunities as more privileged groups,” explains Manoela Moura.

Themes such as gender and racial equity inspired students, who portrayed relevant movements in 2020, such as Black Lives Matter and protests to help protect the environment. Their artwork was evaluated based on its originality, artistic skill, and the portrayal of social justice or injustice. For originality, artists were evaluated on the creativity in their images to express ideas and in their use of materials. For artistic skill, students were assessed on their artistry, whether the image was easy to read, and how well the drawing skills they employed depicted the image. The portrayal of Social Justice and Injustice was evaluated based on how well the artwork represented a social justice theme and how well it evoked emotion.

Nine other Nations students also earned honorable mentions for their artwork.

- Arthur Fernandes, Grade 7, for “Together We’re Stronger”
- Maria Clara Brum, Grade 7, for “Social Justice”
- Helena Mello, Grade 9, for “Black Lives Matter”
- Isabela Lima, Grade 9, for “Dough-ble Standards”
- Liam Medeiros, Grade 9, for “Racism Through Vision”
- Luís Nunes, Grade 11, for “Dangers of Not Wearing a Mask”
- Leonardo Grasso, Grade 12, for his untitled artwork
- Luiza Mello, Grade 12, for “Black Lives Matter”
- Nicolle Modesto, Grade 12, for “No Freedom till We’re Equal”

Congratulations to all students and teachers who participated!



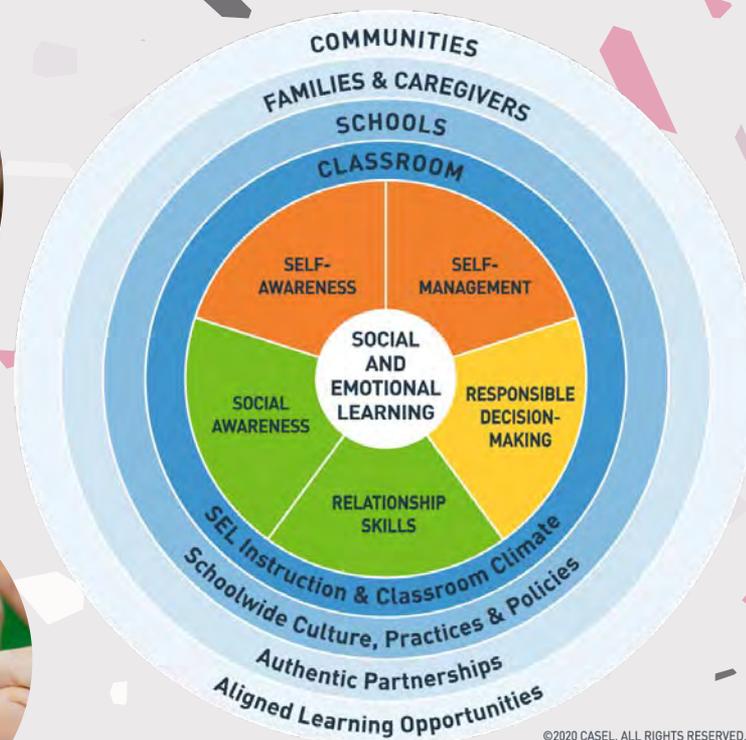
The Social-emotional Learning at Nations

Since its founding 40 years ago, School of the Nations understands that academic knowledge and social-emotional skills are integral parts of education and human development. To develop and educate world citizens capable of managing their emotions and achieving personal and collective goals and success, we offer a social-emotional learning curriculum based on authentic experiences within a partnership involving families, the school, and community.

Our social-emotional learning curriculum is based on high-quality, evidence-based research from the Collaborative for Academic, Social, and Emotional Learning (also referred to as CASEL). It is also aligned with the Brazilian Base Nacional Comum Curricular (also called BNCC), which outlines the set of essential learning all students are expected to develop from early childhood through high school.

In the classroom from early childhood through high school, we intentionally seek to develop emotional intelligence and social-emotional skills such as self-awareness, self-management, social awareness, interpersonal skills, and responsible decision-making. These skills are taught at different stages of development and contribute to the formation of children and adolescents who are empowered and able to co-create safe, responsible, respectful, healthy, and just communities.

Studies carried out over decades show that students who take part in social-emotional education programs are more successful academically, behave more positively, are better equipped to manage stress and emotions, and develop more positive attitudes toward themselves, others, and their school. Skills students learn in our social-emotional programs such as creativity, critical thinking, logical reasoning, problem-solving and interpersonal relationships are essential to their healthy, successful personal, academic, and professional lives.



The Scholastic Aptitude Test - SAT

There's no stopping the Class of 2021

The SAT is a standardized test offered every year by the College Board in the US. Most US universities and many universities around the world use the SAT for admissions. It assesses students' reading, writing, math, and reasoning skills, and its purpose is similar to that of the Enem in Brazil. Over 2 million students worldwide take the SAT every year.

Class of 2021

Nine students in Grade 12 took the SAT in October 2020 and 3 in December (one student took the exam both in October and December). Our top two scores in October were earned by Lucca F. Conforto (99th percentile) and Beatriz C. Barreto (98th percentile). 118,374 students worldwide took the SAT in October 2020.

All three students who took the SAT in December scored in the 98th percentile or above. Gabriela P. Pires earned the top score in our school's recent history placing herself in the 99th percentile! Pedro C. Braga and Gustavo G. Sigleemann both scored in the 98th percentile. 98,137 students worldwide took the SAT in December 2020.

Percentile Range	Class of 2021 (% of students scoring in each percentile range)
90 th Percentile and above	54.6% (6)
80 th Percentile and above	63.6% (7)
70 th Percentile and above	81.8% (9)
60 th Percentile and above	90.9% (10)
50 th Percentile and above	100% (11)



Congratulations to Gabriela P. Pires and Lucca F. Conforto for acing the SAT!

Moral Education and Global Citizenship at School of the Nations

We believe education goes beyond the mere transmission of concepts and skills that can be applied to a defined context or activity. Human beings have both a material and a spiritual dimension that interact in a process of constant evolution of the human soul as it progresses through the physical reality that surrounds us at this stage of our existence. In this sense, our School is committed to helping young people develop outstanding academic, ethical, and spiritual qualities and a clear understanding of their roles in building a better world.

Moral education is the driving force that guides the implementation of our educational goals. It offers a framework in which social and emotional learning and the content from the various disciplines go hand in hand, providing our students with a more systemic view of themselves, the reality that surrounds them, and the multiple ways in which they can generate a positive impact over it.

“We cannot segregate the human heart from the environment outside us and say that once one of these is reformed everything will be improved. Man is organic with the world. His inner life moulds the environment and is itself also deeply affected by it. The one acts upon the other and every abiding change in the life of man is the result of these mutual reactions.” - Shoghi Effendi

Change through Service

At all grade levels, our students learn that they can make a difference in the communities to which they belong. In Early Childhood Education, small acts of kindness allow children from a very early age to understand their connection with one another, building on their capacity to transform their attitudes to become individuals who care about one another. In Elementary School, children begin to experience these acts of service in the form of activities that may have a logical sequence and that involve different aspects of their individual and collective learning.

In Middle School, the increasing complexity of these activities begins to take the form of small-scale projects in which students have a certain level of autonomy in defining their area of interest and their specific role in the larger process. When they reach High School, students begin to understand the importance of being systematic and organized with their work so the impact of their actions can be measured and sustained through time, and the knowledge generated through their experience can benefit those who will come afterward. This organic process allows our students to understand and apply the learning cycle approach—acting, reflecting, understanding, and consulting about each phase of the projects they wish to implement.

Learning for Fun

Initiated in 2012, this project offers students an opportunity to give English lessons and other educational activities to underprivileged children. In 2019-20, we had 24 students who were engaged in serving children from the ages of 2 to 5 at the Instituto São Judas Tadeu.

During the pandemic, students from Instituto São Judas Tadeu received weekly English video-lessons. Volunteers at Nations posted materials on their Google Classroom for the children, who do the lessons with their parents at home.

Speak Up

Started in 2016, this project trains and monitors students that want to teach English or Portuguese to members of our staff. Currently, seven students offer individualized classes to our foreign teachers and coordinators who want to improve their Portuguese.



RUNNING AND CELEBRATING!

Nations community commemorated the School's fortieth anniversary taking on a bold challenge: running 14,600 kilometers

Staying active is essential not only for our physical well-being but also for our emotional and mental health. Physical activity is even more important today because many of us are spending more time in front of the computer and, as a result, are a lot less active. To encourage the school community to have a healthier lifestyle and promote physical, emotional, and mental health, the Physical Education department launched the project 'Nations in Movement.'

What is 'Nations in Movement'?

From School of the Nations' inauguration on September 1, 1980, to its 40th anniversary on September 1, 2020, 14,600 days had passed. To honor our journey, we challenged members of our community to travel 14,600 km together. Students, staff, parents, and friends had 40 days, from November 7 through December 16, to complete the task. They could do any activity that allowed them to track the distance they traveled. The goal was to get our community up and moving.

In precisely forty days, we ran, walked, swam, and skated our way to the finish line! Together, we met our goal. We traveled 14,600 kilometers! Among more than one hundred participants, two students stood out. Luís Felipe Tognolo (Grade 9) and Bruna Pires (Grade 12) logged the most distance traveled. Congratulations to everyone who stayed active and logged their distance over the course of the event.

Everyone gets to run

In addition to the benefits of physical activity proposed by Nations in Movement, another objective of the project is to raise awareness of the difficulties many young athletes face when practicing sports - one of them being having to train barefoot. To address this issue, we collected and donated tennis shoes to children in the project Clube dos Descalços, in Recanto das Emas, Brasilia. Clube dos Descalços is a social service project in Recanto das Emas that offers a safe space for children and teenagers to practice physical activities, take running classes, and train. Founded by former runner Manoel Evaristo Neto, the project aims to use sport as a bridge for young people in vulnerable communities to be part of society.

"Sports are incredible means for social inclusion. People think running is a solitary activity, but not here, not for us. We run together." – Manoel Evaristo Neto. Before the pandemic, Manoel Neto had helped over eighty teenagers. To enable young athletes to take running classes and exercise in comfort and safety, we collected and donated over seventy pairs of tennis shoes to Clube dos Descalços. On November 15, Manoel Evaristo Neto received our donations. He will distribute the sneakers to young athletes in Recanto das Emas.



Bahá'is celebrate Ayyam-i-Ha : a time of hospitality, charity, and service before fasting

Bahá'ís all over the world are celebrating the Festival of Ayyam-i-Ha.

From sunset on Wednesday, February 24, to sunset on Sunday, February 28, they will joyously take part in acts of hospitality and service. During this festivity, the Bahá'í community is encouraged to celebrate God and His oneness by showing love, fellowship, and unity.

Ayyam-i-Ha, or the Intercalary Days, is a multi-day Bahá'í festival dedicated to being hospitable and giving. Many communities and families share meals and some exchange gifts. Ayyam-i-Ha usually takes place near the end of February and the beginning of March and precedes a one-month fast.

As part of this commemoration, students and our Moral Education and Global Citizenship Department will sell alcohol gel to raise funds for riverside communities in the northern Brazilian state of Amazonas. Before the pandemic, students would travel to these communities for the Amazon Crossing Project – an initiative to promote social interaction among people from different walks of life and learn about the art, culture, and customs of Amazon communities. Students will produce the alcohol sanitizer in our School Factory, using recycled materials and recipients.

“Let the days in excess of the months be placed before the month of fasting. We have ordained that these, amid all nights and days, shall be the manifestations of the letter Ha, and thus they have not been bounded by the limits of the year and its months. It behooveth the people of Baha, throughout these days, to provide good cheer for themselves, their kindred and, beyond them, the poor and needy, and with joy and exultation to hail and glorify their Lord, to sing His praise and magnify His Name; and when they end—these days of giving that precede the season of restraint—let them enter upon the Fast.” - Baha'u'llah

